National Endowment for the Humanities

An Agency of the Federal Government

DIVISION OF EDUCATION PROGRAMS

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PREFACE

The Endowment offers assistance to schools and colleges seeking to improve the substance and coherence of humanities education at all levels. Our schools face the challenges of bringing greater depth and rigor to the study of the humanities and of providing teachers with better opportunities to enrich their understanding of the texts and materials they teach. Our colleges and universities face the challenges of strengthening curricula and of offering students a common core of learning that will enable them to lead thoughtful lives.

While the division's grants are made through two programs, one for elementary and secondary education and one for higher education, the Endowment encourages cooperation across the levels of education. And while the overall structure of the two programs remains the same, some grant categories or emphases are new or only recently introduced. For example, the Endowment has now begun to offer a special opportunity in foreign language education.

THE PROGRAM FOR ELEMENTARY AND SECONDARY EDUCATION IN THE HUMANITIES

- The NEH Teacher-Scholar Program, formerly known as the NEH/*Reader's Digest* Program, is now a national competition that will make up to twenty-five awards annually. The program is summarized below, but prospective applicants should request the program's guidelines and application forms for complete information.
- Masterwork Study Grants, offered for the first time in 1988, provide a valuable opportunity for teachers and administrators to develop faculty study projects in their schools or for college faculty to begin working more closely with local teachers.
- Collaborative projects with institutions of higher education as well as summer institutes for school teachers and administrators are also supported. Additional exemplary projects for elementary teachers are particularly welcome, especially in the field of literature. At the high school level, projects that will help teachers provide greater coherence and depth to courses in Western and world civilization are encouraged.

The Program for Higher Education in the Humanities

- The program assists institutions that are seeking to establish core curricula—programs in which students study, in an ordered sequence, materials considered central to a liberal education. Faculty study projects and other projects aimed at strengthening the humanities components of existing core curricula are also welcomed.
- The program seeks projects that are aimed at expanding and enriching the humanities content in the undergraduate preparation of the next generation of English, history, foreign language, and elementary school teachers.
- Recognizing that many two-year colleges are clarifying their missions in ways that elevate the status of the humanities, the division encourages faculty study projects and curricular revision projects in these institutions.
- The program continues to support summer institutes for college and university faculty on a wide range of topics. Because specialized graduate training seldom prepares new faculty to teach broad-based introductory or general education courses, the division welcomes proposals for institutes that help faculty teach Western civilization or world literature courses.

Special Opportunity in Foreign Language Education

- The Endowment has begun to offer a special opportunity in foreign language education. To support and strengthen foreign language instruction in the nation's schools and institutions of higher learning, the division is seeking proposals in three areas: (1) summer foreign language institutes for school teachers, (2) projects to redesign foreign language programs for undergraduates, and (3) special foreign language projects. Particularly encouraged are proposals in such less commonly taught languages as Russian, Japanese, Chinese, and Arabic.

To encourage projects that incorporate the study of culture with the acquisition of linguistic proficiency, the division invites proposals that emphasize the use of original cultural materials and that extend to the study of history, politics, religion, and other aspects of culture in addition to the study of language and literature.

The Endowment continues to be receptive to other proposals that will address the many audiences and issues involved in the comprehensive teaching of the humanities. If you plan to submit an application or have questions about the division's programs, please call or write. The staff will be happy to provide assistance. The names and phone numbers of division staff members are listed on page 32.

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INTRODUCTION

Through the Division of Education Programs, the National Endowment for the Humanities fulfills its mandate to assist schools and colleges with projects that will improve humanities education. The Endowment's support is based on the following premises:

1. Because the study of history, literature, philosophy, and other expressions of human thought and culture has the potential to enhance fundamental dimensions of human life, students in all programs and at every level of their formal education should have the opportunity to study important texts and issues in the humanities.

2. A complete education includes both scope and depth, both content and skills. Students should gain sufficient breadth of knowledge to become liberally educated, but they should also have time for intensive study of important materials. Skills are best learned when based in content. Students learning to write and think could not do better than to write and think about texts and ideas that challenge the intellect and the imagination.

3. Education should not consist of a series of fragmented and unrelated parts. Faculty and teachers in different disciplines and at different levels of education should work together to provide students with a coherent program of study, not just a set of courses. Students cannot be expected to achieve a synthesis that the faculty has not been able to achieve.

4. Teachers need to know not only how to teach; they must also have a firm grasp of the content they teach. They cannot share with students more than they know themselves. Teachers should have opportunities for sustained and rigorous study of the subjects they teach.

Although many types of proposals to improve humanities education may be eligible for funding, most of the projects supported by the division fall into three categories:

- Projects that provide an opportunity for collegiate and precollegiate faculty to study major texts, topics, and issues in the humanities.
- Projects that help schools or colleges revise or improve humanities programs, curricula, and courses. (These projects usually include faculty study as a central component.)
- Projects that address issues of nationwide importance to one or more of the humanities disciplines.

If a project aims primarily to improve humanities instruction at the precollegiate level, it should be submitted to the Program for Elementary and Secondary Education in the Humanities. A proj-

ect for the improvement of postsecondary education should be submitted to the Program for Higher Education in the Humanities. Projects aiming to improve foreign language instruction at any level should be submitted in response to the Special Opportunity. In the case of projects that will address more than one audience, the staff will help applicants determine which program is appropriate.

If you are interested in preparing an application, please call or write a division program officer and request a copy of the division's "Application Instructions and Forms."

PROGRAMS

I.
ELEMENTARY AND SECONDARY EDUCATION IN THE HUMANITIES

The Program for Elementary and Secondary Education in the Humanities promotes a central role for the humanities in the school curriculum and in the professional development activities of educators. The program supports a variety of projects that involve the serious study of history, literature, foreign languages, and other humanities fields. Such study, the Endowment believes, should be the first priority for the professional development of humanities educators. The excitement and personal fulfillment that result from engagement with timeless issues—the core of the humanities—provide the most effective means for ensuring a vital humanities curriculum and for serving the program's ultimate beneficiaries, the nation's elementary and secondary school students. To achieve its purposes the program has identified the following objectives:

1. To advocate a strong humanities curriculum for all students at the precollegiate level;

2. To strengthen humanities teaching by encouraging elementary and secondary school teachers and administrators to engage in scholarly study of enduring texts and ideas in the humanities;

3. To foster curricular change based on rigorous study of the disciplines and on sound scholarship in the humanities; and

4. To support cooperative projects between institutions of higher education and elementary and secondary schools and to develop collegial relationships among college and university faculty and elementary and secondary school educators.

The program does not support projects that focus on critical thinking skills or writing skills separate from humanities content; projects that focus on pedagogical theory, education research, cognitive psychology, or methodological problems; projects that emphasize the development of tests and measures; or projects that provide direct assistance to students.

A proposal may be submitted by any nonprofit organization committed to improving humanities education, such as a school or school system, several schools or school systems working cooperatively, an individual college or university, a museum, a cultural organization, or an educational foundation. Individual study opportunities are described on page 13. The program especially welcomes applications from historically black colleges and universities.

While the types of projects below—institutes, special projects, collaborative projects, masterwork study grants, conferences, planning grants, and independent study awards—have proved successful in achieving the goals of the program, the Endowment will also consider other formats.

National and Regional Projects

A. Institutes for Teachers and Administrators

The Endowment sponsors summer institutes that involve intensive residential study, promote collegial exchange, and foster the intellectual renewal that leads to revitalized teaching.

Institutes should focus on important texts and ideas in the humanities and on the most effective ways to teach them. An institute should offer a rigorous intellectual program that includes reading, discussing, and writing about major primary and secondary works under the guidance of scholars. Outstanding teachers and scholars should be involved in its planning and implementa-

tion. An institute's schedule—usually four weeks— should provide ample time for thoroughly treating the subject through lectures, discussions, and other academic activities. Its plan should include follow-up activities that will ensure that the summer's work is applied to the school setting. Usually, colleges and universities conduct institutes, but school systems, museums, and cultural institutions also may apply. The average NEH grant for a summer institute is $165,000.

Example:

Believing that a solid background in the humanities is critical for effective educational leadership, a national association of school administrators offers a two-year program of four-week summer institutes and periodic follow-up conferences for twenty elementary and secondary school principals. In the institute, the participants study the idea of republican government as it developed in Plato's *Republic*, Aristotle's *Politics*, Machiavelli's *The Prince*, and various numbers of *The Federalist*. During summer sessions and follow-up meetings, the participants also focus on the role of the principal as academic leader and consider ways to strengthen humanities teaching in their schools.

Example:

Over a four-week period, a high school and college jointly host a Russian language institute for thirty high school language teachers from across the country. During the institute, the participants study Russian culture from the time of Peter the Great to the present with an emphasis on literature, art, and music. Almost all the sessions are conducted in Russian, with discussion groups organized by the varying levels of participants' proficiency. The major authors studied include Lermontov, Pushkin, Turgenev, Tolstoy, and Pasternak. In addition, the participants write weekly papers, view films, and visit museums in order to study Russian culture. Following the institute, they develop curriculum materials and discuss ways to improve the teaching of Russian language, culture, and history.

B. Special Projects

The Endowment wants to support imaginative projects that promise to improve the way the humanities are taught and learned in the nation's schools. Funding is not limited, therefore, to applications falling within the specific categories listed in these guidelines. In addition to meeting the program's other criteria, special projects should have a broad scope and show promise of becoming significant national models for humanities study or for faculty development.

Conference grants are available for institutions and associations to address important national issues in humanities education. Conferences may involve a single meeting or a series of meetings. They may be sponsored by colleges, school systems, professional associations, or other kinds of educational or cultural institutions. Participants may be teachers, professors, school administrators, or other educational leaders.

A proposal for a conference should address a clearly defined topic of national significance in the humanities and reflect the highest standards of scholarship. Participants should have opportunities for reading and discussion. The proposal should demonstrate how the conference will have an educational impact, and it should include a plan for disseminating the results.

Example:

With support from the Endowment, several national historical organizations host a three-day conference on teaching Western civilization in secondary schools. The conference includes scholars, state education department officials, curriculum specialists, and social studies teachers at the secondary school level. The participants focus on three major topics in the teaching of Western civilization: planning a comprehensive and coherent course of study; using primary sources as classroom teaching materials; and providing opportunities for social studies teachers to extend their knowledge and understanding of Western civilization.

The Program for Elementary and Secondary Education in the Humanities also offers *planning* grants for projects that are broad and complex. The Endowment sometimes provides funds to support meetings, consultant services, and other planning activities. A proposal for a planning grant should address specific issues in hu-

manities education and should reflect the highest standards of scholarship. Because the Endowment will not provide funds to design grant proposals, planning grants must have intrinsic value independent of any subsequent developments, including requests for Endowment support. Planning grants have averaged approximately $25,000 in Endowment funds. The award of a planning grant does not imply commitment on the part of the Endowment to provide subsequent support for project implementation.

Projects in School Systems and Individual Schools

A. Collaborative Projects

Collaborative projects promote ongoing partnerships between schools and other nearby institutions, usually institutions of higher learning, but sometimes libraries, museums, repertory theatres, opera companies, or symphony orchestras. They bring scholars together with teachers, often for two or three years, to study texts, topics, and issues central to humanities disciplines, to revise or coordinate curricula, and to address problems in humanities education common to the schools in a given area.

Collaborative projects usually involve summer institutes and may also include seminars, colloquia, conferences, meetings, or working groups addressing issues in humanities education. They should establish relationships that will continue after the grant ends. Teachers, school administrators, curriculum specialists, and other educational leaders are encouraged to participate in planning and implementing the projects. The amount of NEH support for a collaborative project has averaged about $180,000. Supplementary awards are sometimes issued to support the dissemination of information concerning successful collaborative projects.

Example:

Understanding that few teachers have an adequate academic background to respond to the increased demand for precollegiate instruction in non-Western civilizations, a large state university proposes a summer institute on Asian civilization for thirty-six teachers in the state. During the four-week institute,

all participants study Indian and Chinese culture, reading such works as the *Analects* of Confucius, the *Bhagavad Gita*, Fingarette's *The Secular as Sacred*, Farmer's Comparative History of Civilizations in Asia, and Waley's *Three Ways of Thought in Ancient China*. In addition, each participant elects a seminar on either Asian art and aesthetic theory or on a comparison of the influence of Gandhi and Mao. Following the summer study, the faculty work closely with school districts through workshops and in-service sessions to integrate primary and secondary Asian materials into the classroom.

Example:

A state university and local school district with a long history of collaboration plan a series of three summer institutes for elementary and secondary school English teachers that examine the thematic and historical connections among several texts. Focusing first on romance and comedy, participants read *Jane Eyre*, *The Secret Garden*, and *Great Expectations*. Turning the following summer to comedy, irony, and satire, participants read *Alice's Adventures in Wonderland*, *Through the Looking Glass*, and *Gulliver's Travels*. In the third summer, studying tragedy, they read *King Lear* and *Absalom, Absalom*. In addition, they examine a variety of myths, short stories, and children's books that expand their understanding of various modes of literature. Participants also revise the literature curriculum in their schools to reflect the materials studied.

B. Masterwork Study Grants

In order to deepen their understanding of the humanities, teachers and administrators from a school or several nearby schools may find it beneficial to study with a local scholar or scholars during the school year. In a typical masterwork study project, small numbers of teachers and administrators meet regularly with college and university faculty in seminars that examine significant humanities materials and explore ways to integrate what participants have learned into their teaching. NEH funding for masterwork study grants has averaged approximately $22,000, and activities are usually completed in one calendar year.

Example:

Having discovered that their students responded very positively to units on classical mythology and literature, ten teachers of grades three through six meet weekly during the school year to study the *Odyssey*. Under the guidance of a classics scholar from a nearby university, participants read the *Odyssey* and discuss important secondary works on the age of Homer. During the year they also discuss ways to use this material effectively in class.

Example:

Fifteen humanities teachers in an urban elementary school want to improve their understanding of twentieth-century American literature and culture in order to teach social studies more thoroughly. The teachers invite local college faculty members in the fields of American literature, history, and art to conduct fifteen sessions during the academic year. The sessions focus on the Harlem Renaissance and emphasize the works of James Weldon Johnson, Langston Hughes, and Zora Neale Hurston. After the project ends, the teachers incorporate what they have studied into their classes.

Individual Study in the Humanities

A. NEH Teacher-Scholar Program

As part of its effort to improve humanities education in the nation's schools, the Endowment offers a sabbatical leave program for elementary and secondary school teachers. Under the Teacher-Scholar Program, up to twenty-five teachers from across the nation will receive support for an academic year of full-time independent or directed study in history, literature, foreign languages, and other humanities disciplines. The stipend, which is intended to replace the applicant's academic-year salary, may be as high as $30,000 and may be supplemented by other grants or sabbatical support to equal the recipient's salary. There is also a $500 honorarium for a mentor, should the recipient elect to work with an expert in the chosen field of study. Guidelines and application forms for the Teacher-Scholar Program are published separately and are available on request.

B. Summer Fellowships Program

The E ndowment has awarded a grant to the Council for Basic Education to support a program of summer fellowships for independent study for elementary and secondary school teachers, librarians, and administrators. Information about this program may be obtained by calling or writing the Council for Basic Education, c/o Independent Study in the Humanities, P.O. Box 135, Ashton, MD 20861, 202/347-4171.

II.
Higher Education in the Humanities

Through the Program for Higher Education in the Humanities, the division supports the academic community in its efforts to promote excellent humanities teaching and to offer rigorous and coherent curricula for all students. The program supports a wide variety of faculty study and curriculum revision projects on a national, regional, or institutional level. The following objectives are the Endowment's means of achieving the larger goal of improving the teaching of the humanities in higher education:

1. To encourage and assist two- and four-year colleges and universities in their efforts to assure every student a coherent and rigorous introduction to the humanities through core requirements for general education.

2. To encourage the rethinking of majors and concentrations so that they become internally coherent and build effectively on these core requirements.

3. To encourage undergraduate faculty by supporting and rewarding their efforts to offer students a broad-based, synthetic approach to the humanities and by promoting intellectual community among faculty through opportunities for collegial study.

4. To encourage effective study of foreign languages and cultures so that, together with linguistic proficiency, students attain knowledge of history, literature, religion, politics, and other aspects of culture.

5. To encourage more effective preparation of graduate students and junior faculty for teaching outside their specialties in introductory humanities courses.

6. To encourage the development of humanities-based programs for the preparation of elementary and secondary school teachers.

Formats that have worked well in the past are described in the pages that follow. However, applicants are invited to propose other means of achieving the program's objectives and goals.

National and Regional Projects

A. Institutes for College and University Faculty

Each year the Endowment supports national and regional institutes in which college and university faculty study important humanities texts or topics under the guidance of leading scholars. Institutes should be clearly focused on materials related to a theme, issue, genre, major figure, period, or cultural movement, and they must be broadly applicable to subjects frequently taught at the undergraduate level. The Endowment particularly encourages proposals that will assist participants in offering strong core humanities courses in their home institutions.

Any college, university, or cultural organization with appropriate resources and facilities may propose an institute. Endowment funds may be used to support salaries for a director and other distinguished scholars who serve as faculty for the institute, room and board, travel, and stipends for twenty-five to thirty participants. Faculty may be drawn from other institutions and, if necessary, from abroad. Institutes are usually offered during the summer for four to six weeks, depending on the scope of the topic, but an applicant may propose another format, such as a series of intensive weekend sessions during the academic year. The average NEH grant for an institute is approximately $160,000.

Example:

A university offers a five-week institute in which undergraduate faculty members study primary sources bearing on the cultural background of Christopher Columbus. In order to comprehend the intellectual currents that shaped Columbus's world view and his abi lity to understand the new lands he discovered, participants examine the religious, scientific, and historical works read by the explorer. Columbus's copious writings, including diaries, letters, and marginal notes—some of which have been compiled and translated only recently—are studied as well. The primary sources are supplemented by biographical, nautical, and cartographic studies.

Example:

Noting that faculty members at many colleges and universities are often too narrowly educated to teach world literature and civilization, a university offers a six-week summer institute that focuses on works from a variety of cultures from the ancient through the medieval periods and uses their treatment of time, tradition, and memory as a theme. Among the works studied are the *Enuma Elish* (a Babylonian creation myth), Genesis, the *Popul Vuh* (a Mesoamerican creation myth), Hesiod's *Works and Days*, Herodotus's *Histories*, Murasaki's *Tale of Genji*, Kalidasa's *Recognition of Shakuntala*, and Jean Duc du Berry's Book of Hours. The texts will be studied in historical context. For example, in the last week of the institute, participants will consider how the theme of redemption through human labor as represented in the *Book of Hours* coexisted with medieval visions of Apocalypse.

B. Special Projects

Each year the program supports a few special projects that are intended to address national or regional needs in higher education in the humanities. These projects should be the product of collaboration by eminent scholars in a field, and they should address issues or topics of major significance for undergraduate teaching. Such projects are typically proposed by consortia or groups of institutions or by associations representing specific humanities disci-

plines or types of institutions. The Endowment particularly welcomes projects focused on 1) developing core programs, 2) strengthening foreign language teaching, 3) preparing future elementary and secondary teachers to teach the humanities, 4) rethinking majors and introductory courses in the humanities disciplines, 5) preparing advanced graduate students or new Ph.D.s for broad undergraduate teaching responsibilities, and 6) strengthening the humanities in two-year colleges.

The costs of these projects vary, depending on the scope and the number of individuals or institutions involved. Applicants may request support for planning or implementing projects and for disseminating results of successful activities. A variety of formats—including workshops, conferences, and mentoring programs—can be proposed. In rare instances the Endowment will support the development of materials if a strong need is identified in a particular field and if a realistic plan for disseminating the materials to the field is included. Applicants considering the submission of a special project for materials development should consult the section on "Eligibility," page 27.

Example:

Outstanding scholars in the field of religious studies respond to the need for rethinking the introductory courses in their discipline by forming a working group that carries out the following: 1) a conference with the goal of planning a resource book of syllabi and other materials that aid faculty in the teaching of such courses, and 2) three related institutes aimed at faculty trained in a single religious tradition who are now being called on to teach from a comparative perspective. The resource book is refined through use in the institutes and prepared for national dissemination.

Example:

A private research university known for its core sequence in Western civilization offers three NEH instructorships each year for three years. These instructors, who have recently received their doctorates from other institutions, are selected on the basis of their potential as outstanding undergradu ate teachers. The instructors teach one section of the Western civilization program each semester, audit a section taught by a master teacher, and

complete a directed reading project intended to prepare them for broad teaching responsibilities. They also participate in weekly staff meetings in which they discuss ways to present the texts and topics scheduled for the following week's classes. The university seeks private funding to make the program permanent after Endowment funding ends.

Projects in Individual Institutions

The Endowment will assist higher education institutions directly or through consortia to formulate rigorous and coherent core curricula and major programs in the humanities. Universities, four-year colleges, two-year colleges, and professional and technical schools are all encouraged to apply. The program particularly welcomes proposals from historically black colleges and universities. Funding is available for planning with major scholars, for course development, for faculty workshops, or for other related activities.

An institution in an early stage of improving its curriculum may request support for *planning*. Faculty should have articulated an intellectual rationale and made a commitment to improving humanities instruction prior to requesting assistance for program planning. Planning grants are limited to one year and do not normally exceed $25,000. They typically provide funds for stipends or released time for a faculty planning team, travel and honoraria for a visiting scholar or scholars, and, if necessary, travel to model programs.

An institution well along in the development of its curriculum may apply for *implementation* funds to support course development and evaluation as well as joint faculty study of texts and issues to be included in the courses. Funds are available for faculty released time during the academic year, for summer stipends to faculty members, and for travel and honoraria for visiting scholars. Projects may last from one to three years. Average funding from the Endowment is $78,000 per year, but the size of curriculum implementation grants varies depending on such factors as the scope of the project and the number of faculty members involved. The Endowment ordinarily provides no more than $250,000 toward the total cost of complex, multiyear projects. Institutions are expected to contribute at least thirty percent of project costs and

to seek third-party gifts whenever feasible. An institution is also expected to describe realistic plans for maintaining the project after the grant period expires.

A group of faculty within an institution may propose a *faculty study* project that is not immediately related to curriculum revision. In some cases the humanities curriculum may be quite strong, and the rationale for funding is based on the need for faculty to become better prepared or to work together to achieve a more coherent approach to the materials they teach. Institutions proposing faculty study projects to support an existing humanities curriculum should indicate how they will integrate new faculty into the curriculum over time. Such faculty study projects will be judged on both the quality of the existing curriculum and the quality of the proposed faculty study plan.

In other cases faculty study may be proposed by faculty members who perceive program weaknesses but have not reached consensus on a new curricular direction. A carefully constructed study of texts and topics in the humanities, carried out with visiting scholars, may serve as a first step toward the improvement of the humanities curriculum. In such cases the proposal will be evaluated primarily on the strength of the study plan and the likelihood that the study project will lead to a more coherent approach to teaching the humanities.

An average NEH grant for faculty study is $50,000 per year. The Endowment typically provides funds for faculty stipends for summer study or released time for study during the academic year and supports the costs of visiting scholars.

The Program for Higher Education in the Humanities encourages projects with the emphases listed below, although other kinds of projects that lead to the improvement of humanities teaching are welcome and will receive equal consideration. Curriculum planning projects, curriculum implementation projects, or faculty study projects may be requested under any of the emphases outlined on the following pages.

A. Core Curricula

Many institutions are currently involved in redesigning general education or core requirements to ensure that students encounter humanities works that constitute the Western intellectual heritage. The Endowment supports such efforts and also encourages proposals that engage students in the study of other cultures and traditions. The Endowment particularly encourages proposals for projects that will lead to core requirements that are both thoughtful and strong in humanities content.

Example:

A private liberal arts college plans a series of text-based core humanities courses that all students would take during every semester of their undergraduate study. The first four courses, for which syllabi have been developed, approach in approximate chronological order significant texts and issues in Western civilization. The upper-level courses would be organized thematically to reveal the historical context and the interplay of intellectual issues and social forces that have informed Western civilization. The Endowment supports a three-year program of curriculum development, accompanied each year by faculty workshops that are led by visiting humanities scholars. In the first summer the faculty will prepare to teach the initial courses by studying such texts as Plato's *Republic*, Homer's *Iliad*, Sophocles' *Antigone*, Aristotle's *Nicomachaean Ethics*, Augustine's *Confessions*, Chaucer's *The Canterbury Tales*, Erasmus's *In Praise of Folly*, Marx and Engels's *Communist Manifesto*, and Freud's *Civilization and Its Discontents*. In the second and third years the faculty will prepare to teach the upper-level courses by studying appropriate texts and topics under the guidance of visiting scholars.

Example:

Faculty at a branch state university have instituted a year-long course in world literature as part of a new set of core requirements. The new course develops broad and basic human themes, such as the relation of the individual to society, conflict and duty, and myth and history. The faculty, having decided that epic literature provides an important focus for examining these themes, proposes a six-week summer faculty workshop for

those teaching the course. The faculty members will read *Gilgamesh*, the *Iliad*, the *Mahabharata*, *Beowulf*, *The Song of Roland*, *the Cid*, the *Elder Edda*, *Sundiata*, *The Tale of the Heike*, and secondary materials that place these epics in their cultural contexts. Visiting scholars will examine the works from several perspectives with a view to distinguishing the temporal from the universal. In small groups the faculty members will discuss teaching strategies.

B. Coherent Majors and Concentrations

Many institutions are seeking to develop four-year programs that provide an ordered progression of learning and enable students to achieve a greater synthesis of knowledge. The Endowment encourages institutions to develop integrated humanities majors that build on a core curriculum, offer intellectual coherence, and provide a solid foundation for students whether or not they intend to pursue graduate study.

In addition, the program seeks to assist institutions in developing coherent humanities concentrations or sequences of courses for students who are majoring in the sciences or the professions. Such projects should be firmly based in the texts and disciplines of the humanities. Courses that examine the historical and philosophical connections between the humanities and the sciences or social sciences are eligible for support.

Example:

A large public university seeks to invigorate its classics major and to integrate it more fully into the curriculum. In addition to having to fulfill the traditional requirements in Greek and Latin language and literature, the student majoring in classics is encouraged to elect one of the following tracks: classics and religion, in which the Greek and Roman religious traditions are compared with other traditions; classics and philosophy, in which the impact of the Greek philosophers on later thinkers is examined; or classics and American studies, in which the student traces the impact of the Greco-Roman self-perception and world view on American society and government. The Endowment provides a planning grant under which a team of resident faculty redesigns the courses with the help of visiting scholars.

C. Foreign Language and Civilization

The program welcomes projects that promise to improve the teaching of foreign languages and to integrate cultural study into language acquisition from the earliest stages of learning. The program also supports projects that seek to introduce new foreign languages to an institution's offerings.

In addition, the division has begun to offer a Special Opportunity in Foreign Language Education (see page 24 for further information and project examples).

D. Teacher Preparation

The program seeks to support projects that will lead to a stronger humanities foundation for future teachers. The Endowment also encourages institutions to develop projects that will attract strong humanities students to teaching and assist them in acquiring professional skills as they take humanities courses.

Example:

A state college is committed to providing a stronger humanities foundation for future elementary and secondary school teachers. A group of faculty representing the humanities and the institution's School of Education join in a four-week summer study project on the topic of education and epistemology. Aided by visiting scholars, participants will study Plato's *Meno*, Descartes's *Rules for the Direction of the Mind*, Locke's *Essay Concerning Human Understanding*, Rousseau's *Emile*, Kant's *On Education*, and Dewey's *The Quest for Certainty*. They explore the relation of epistemological concepts, such as reason, experience, evidence, argument, and knowledge, to different theories of human nature. During the following academic year, pairs of faculty from the humanities and from the School of Education team-teach sections of a new foundations of education course that is based on these texts.

E. Projects With Cultural Institutions

The Endowment encourages cultural institutions such as museums to cooperate with local colleges and universities in order to strengthen degree programs.

Example:

A museum with an outstanding collection of American art and material culture, including paintings of the Hudson River School and a small but excellent selection of eighteenth- and nineteenth-century American furniture, cooperates with a nearby liberal arts college that is seeking to strengthen its offerings in American studies and American art. The Endowment provides funds for members of the curatorial staff and faculty from several departments to work together to determine the existing courses that could benefit from using the museum's resources, to plan an internship program for advanced art history students, and to design a new course on American romanticism that would be team-taught by a curator and two faculty members, one in American literature and the other in American art. The new course will be offered in a weekend college format as well as in the traditional curriculum. The college and the museum are committed to supporting the new course on an ongoing basis and to developing further collaborative courses based on this model.

F. Two-Year Institutions

In addition to the kinds of faculty and curriculum development support available to all colleges and universities, the Endowment considers special requests from two-year colleges. Such requests may include a significant commitment of funds for library acquisitions or partial support for phasing in new humanities faculty positions.

Example:

A rapidly growing community college adopts an interdisciplinary humanities course, required of all degree students, that is designed to engage students with concepts of human dignity

that have informed Western civilization from classical antiquity to the present. Faculty study in support of the course is proposed in the form of two workshops that will be conducted in consecutive summers. The first workshop, covering the period from classical Greece to the Renaissance, is devoted to such literary and artistic works as *The Oresteia*, *Antigone*, the Parthenon, the *Inferno*, *The Prince*, and the ceiling of the Sistine Chapel. The second traces the theme from the Renaissance to the present, focusing on such works as Montaigne's *Essays*, David's *Napoleon*, Mozart's *The Marriage of Figaro*, *Frankenstein*, *The Brothers Karamazov*, *A Doll House*, and *A Room of One's Own*. With Endowment funding, faculty from history, literature, philosophy, music, graphics, and engineering technology will study with visiting scholars during the summer and attend follow-up sessions during the subsequent academic year. The college acquires humanities materials for the library and establishes a new faculty position in art history which the college will sustain after the grant period.

III.
Special Opportunity in Foreign Language Education

As part of its effort to strengthen the teaching of foreign languages in the nation's schools, colleges and universities, the division offers a special opportunity for applications in all foreign languages, and particularly in such less commonly taught languages as Russian, Japanese, Chinese, and Arabic. It invites proposals for summer institutes for school teachers; for college and university curriculum development and faculty study aimed at strengthening undergraduate language programs, including those for prospective school teachers; and for various special projects.

The *summer institutes* should give special attention to incorporating authentic materials from the target culture into curriculum at all levels of language instruction, including introductory courses. They should be designed to help school teachers foster student proficiency in the target language. Insofar as possible, they should be conducted on the basis of immersion in that language. The in-

stitutes also should undertake to promote understanding and appreciation of significant and distinctive achievements of the target culture. Applicants are encouraged to include plans for follow-up activities, which may include organized study in a country using the target language, and they are encouraged to seek matching funds to support these follow-up activities.

Example:

A private college offers two six-week institutes on Japanese language and culture in consecutive summers. The first summer, thirty high school teachers study Japanese language and aesthetics and read portions of Japanese historical documents, literature, newspapers, and magazines. The second summer, at a university in Japan, they study history from the Tokugawa period to the present and read selected works in both English and Japanese. In both summers, they discuss how to incorporate Japanese reading mater ials into beginning courses.

Efforts to strengthen *undergraduate language programs* may focus on incorporating texts from the target culture into language coures including those at the introductory and intermediate levels so as to develop students' proficiency and prepare them for more advanced and substantive study; on broadening the range of courses that use and develop knowledge of a foreign language to include courses in history, religious studies, politics, economics, and other disciplines in addition to courses in language and literature; or on encouraging mentor-apprentice relationships to assist prospective or beginning school teachers.

Example:

At an urban university the foreign language faculty, concerned about the difficulties students have with assigned readings in upper-level courses, revise the curricula of lower-level course sequences to improve language instruction. The faculty develop an approach in which proficiency-based language instruction and the study of literary and other works are combined at every level. Funds from NEH support work to define realistic requirements for achievement in the first four semesters, to select appropriate materials for use in those semesters, to train teachers to use proficiency-oriented classroom teaching methods and to design an in-house training program and method of evaluation.

Special projects might include—but are not limited to—planning for language magnet schools, establishing collaborative arrangements among educational institutions to provide for students' continuous and cumulative study of a language, and designing courses and curricula to improve the preparation of graduate students to teach introductory courses in a given language.

Example:

To ensure that the sequence among levels of language study is both logical and substantive, thirty foreign language teachers from middle and high schools collaborate on a curriculum plan with faculty members from a local university. During a series of three-day weekend workshops, the teachers identify readings and other activities by which students will prepare to demonstrate their level of proficiency upon entrance to the university. In this way, five local school districts standardize language sequencing from grades six through twelve. The local university can adjust its language placement testing to assure that students from these districts are placed into the appropriate level of advanced courses in their language.

Applications submitted in response to the Special Opportunity in Foreign Language Education will be subject to the division's regular review process and evaluation criteria. Applications for the Special Opportunity should mention the following matters when they are pertinent to the proposed project:

- focus on a language that is widely used in parts of the world but not commonly taught in United States schools and colleges;
- identification or preparation of resources needed to incorporate authentic materials from the target culture into beginning courses in the language;
- arrangements needed to provide that study of a language is continuous and cumulative and that it is not interrupted by transition from one institution to another; and
- a location which will make a needed resource available to teachers or students who would not otherwise have convenient access to it.

POLICIES AND PROCEDURES

IV.
DEFINITION OF THE HUMANITIES

In the act that established the National Endowment for the Humanities, the term *humanities* includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Work in the creative or performing arts—such as the writing of fiction or poetry, painting, sculpture, musical composition or performance, acting, directing, and dance—is not eligible for support by the National Endowment for the Humanities. Persons interested in support in these areas should write or call the National Endowment for the Arts. Critical, historical, and theoretical studies of the arts, however, are eligible for NEH support.

V.
ELIGIBILITY

Any U.S.-incorporated nonprofit organization or institution with a commitment to the improvement of humanities education may apply to the Division of Education Programs. The division accepts applications from schools, school systems, two- and four-year colleges, universities, college and university systems, libraries, museums, educational associations, professional organizations, research centers, units of state and local governments, and educational and cultural consortia. When two or more institutions or organizations collaborate on an application, one of them ordinarily serves as the lead applicant and administers the project on behalf of all the participating units. Project activities may vary, and the grant period may last for one to three years. Normally, the Endowment's contribution to projects funded by the Division of Education Programs will not exceed 85 percent of total project costs (for higher education institutional projects, 70 percent).

The Endowment does not support the preparation of textbooks or other materials for a commercial market. Projects may use a new technology such as computer-aided instruction if it is the best means of achieving the desired end, and if it is not intended to replace individual instruction by faculty members. Proposals focusing primarily on the development of educational technology or

pedagogical methods ordinarily are not eligible for consideration. The Endowment normally does not fund projects that are intended to improve writing, speaking, or thinking skills apart from a focus on humanities content. Finally, the Endowment does not ordinarily support equipment costs.

VI.
Application Procedure

After reading these guidelines, the applicant should send a brief description of the proposed project to a division program officer for an assessment of eligibility. In some cases, this step can be accomplished through a telephone call. The program officer will send the division's "Application Forms and Instructions" brochure. Approximately two months before the formal application deadline, the applicant should submit a draft of the full proposal for further review by a program officer. Although such consultation is not required, many applicants report that they have profited from preliminary staff advice. The applicant should then submit the revised proposal on the official application forms by the pertinent application receipt deadline. Once a proposal has been formally submitted, staff members are not permitted to discuss its status.

Applications will be acknowledged by post card within three weeks. Applicants who have filed by the receipt deadline and who do not receive such an acknowledgment should call or write the Endowment as soon as possible. Applicants will receive formal notification once a final decision on the proposal has been reached.

VII.
Review Process

The review of proposals requires five to eight months.

Applications to the Division of Education Programs are reviewed by peer review panels. Each panel is composed of humanities scholars and professionals who are broadly representative of the program's applicants and knowledgeable about the pertinent

level of instruction. Occasionally, outside reviews are solicited from experts who have extensive knowledge related either to the intellectual content or to the educational and institutional context of an application. The proposals are reviewed in turn by the National Council on the Humanities. The National Council has twenty-six members appointed by the President of the United States with the consent of the Senate to advise the Chairman of the Endowment on policy and program matters. The Chairman of the Endowment, after considering the recommendations made in the course of the review, makes the final decision on the applications.

Reapplication is always possible, and failure to gain support in one competition does not prejudice an applicant's chances in future competitions. Applicants may, by submitting a written request, obtain detailed information about the evaluation of the proposal. The Endowment respects the confidentiality of applicants and of the authors of specific reviews.

VIII.
Evaluation Criteria

Endowment reviewers evaluate proposals by answering the following general questions:

1. Is the project rooted in texts and topics of central importance to the humanities, and is it likely to result in better humanities instruction?

2. Is the intellectual rationale for the proposed project clear and persuasive?

3. Does the proposal include academically rigorous syllabi or reading lists?

4. Is the schedule of activities well planned and feasible?

5. Are project personnel well qualified to carry out their proposed duties?

6. Do letters from visiting scholars, consultants, or prospective participants demonstrate sufficient interest and commitment?

7. Are the plans for project administration sound? Is the budget reasonable?

8. Is the level of institutional cost sharing adequate?

9. Where appropriate, does the institution possess the resources and commitment to maintain the program once it is in place?

10. Are plans for project evaluation reasonable?

11. Where appropriate, are follow-up activities likely to improve teaching and learning in the humanities?

IX.
Special Initiative

A special initiative is an undertaking by the Endowment to encourage proposals in all grant-making categories for projects relating to a specific subject or event. Proposals submitted in response to a special initiative are subjected to the same criteria and review process as other proposals in a given category. Proposals are currently solicited for the following initiative:

The Columbian Quincentenary

As part of the international observance of the 500th anniversary of Christopher Columbus's voyage to the New World, NEH invites proposals for original scholarship on related topics and for the dissemination of both new and existing scholarship. Topics may include the expansion of European civilization through the efforts of the Spanish and Portuguese crowns and the establishment of new societies and new forms of cultural expression through encounters among native American, European, and African peoples. Proposals may also explore the ideas—political, religious, philosophical, scientific, technological, and aesthetic—that shaped the processes of exploration, settlement, and cultural conflict and transformation set in motion by Columbus's momentous voyage.

In the Division of Education Programs, an application responding to this initiative and focusing on humanities education may be submitted under the regular guidelines for either the Program for Elementary and Secondary Education in the Humanities or the Program for Higher Education in the Humanities.

X.
APPLICATION DEADLINES

Program	*Application Deadline**	*For Projects Beginning*
Elementary and Secondary Education in the Humanities	December 15 March 15**	July October** December
NEH Teacher-Scholar Program	May 1	September of the next calendar year
Higher Education in the Humanities	October 1 April 1	April October
Special Opportunity in Foreign Language Education	March 15	October

*All deadlines are *receipt* deadlines.

**National and regional institutes only.

XI.
STAFF

Staff members, all of whom are experienced teachers and scholars, are listed here according to the grant programs with which they are principally affiliated. Every member of the staff is familiar with all of the division's programs, however, and potential applicants may call or write any staff member and be assured that their inquiries will be routed promptly to the most appropriate program.

Division of Education Programs 202/786-0373

Director — James Herbert

Deputy to the Director — Kenneth Kolson

Elementary and Secondary Education in the Humanities 202/786-0377

Assistant Director
F. Bruce Robinson

Program Officers
Ralph C. Canevali
Janet Ray Edwards
Angela Iovino
Michael L. Lanza
Joseph Troncale

NEH Teacher-Scholar Program Coordinator
Angela Iovino

Higher Education in the Humanities 202/786-0380

Assistant Director
Lyn Maxwell White

Program Officers
Thomas M. Adams
Barbara A. Ashbrook
Frank Frankfort
Judith Jeffrey Howard
Elizabeth Welles

Special Opportunity in Foreign Language Education 202/786-0373

F. Bruce Robinson
Elizabeth Welles

Office of Outreach 202/786-0384

Coordinator
Carl Dolan

The **Office of Outreach** has been established to make the best humanities education and programming available to the broadest possible audience. The coordinator works with groups that have not previously submitted applications to NEH in significant numbers and conducts workshops in geographic areas that have not taken full advantage of the wide variety of NEH funding opportunities.

Equal Opportunity

The National Endowment for the Humanities is responsible for ensuring compliance with and enforcement of laws prohibiting discrimination because of race, color, national origin, sex, handicap, and age in programs and activities receiving federal assistance. Endowment grant recipients are responsible for complying with these laws. For additional information concerning these obligations, or if you believe that you have been discriminated against in any program, activity, or facility receiving federal assistance from the Endowment, please write immediately to the Equal Opportunity Employment Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.

Note

If a proposed project relates to American Indians, Aleuts, Eskimos, or native Hawaiian people and artifacts, the applicant should obtain from the Endowment a copy of its Code of Ethics concerning native Americans. The code establishes certain standards of conduct in research, publication, and public programs involving native American peoples.

Division of Education Programs, Room 302
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

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